



MPH-511 Assignment 2 Guidelines

Oral Presentation on critical evaluation of a published article in the field of Epidemiology and Public Health

1. General Information

Being able to interpret published evidence on topics of public health importance is essential for evidence-based practice. For this assignment, you will be split into groups of two or three individuals and you will be then randomly assigned a topic from a list of 3 topics in epidemiology and public health research. For each topic, the title of a published research article will be provided and the first task of each group will be to identify the full-text article from the published literature (please note that all articles included in the current assignment are freely available in the literature). Working as a group, you will have to present a summary of the study, with emphasis on key concepts covered in our MPH-511 course: **(1) Sampling and variable assessment; (2) Bias; and (3) Interpretation of study results.**

2. Scientific articles

1. **Changes in coffee intake and subsequent risk of type 2 diabetes: three large cohorts of US men and women.**
2. **Early-Onset Basal Cell Carcinoma and Indoor Tanning: A Population-Based Study.**
3. **A case-control study of breast cancer risk factors in 7,663 women in Malaysia.**
4. **Skin pigmentation, sun exposure and vitamin D levels in children of the Avon Longitudinal Study of Parents and Children.**
5. **Neighborhood characteristics and 10-year risk of depression in Canadian adults with and without a chronic illness.**
6. **Repeated influenza vaccination for preventing severe and fatal influenza infection in older adults: a multicenter case-control study.**

3. Structure of Oral Presentation

The three concepts to be covered in each presentation for the specific study, assigned to each presentation group, are the following:

1. Sampling

You should cover the following:

- *How were participants recruited into the study?*
- *Which sampling method was used?*
- *Are you anticipating any bias resulting from sampling? If yes, identify and briefly describe such bias.*
- *If applicable, in what way(s) are you expecting such bias(es) to affect the study results?*

2. Variable assessment

You should cover the following:

- *How were the main exposure(s) and main outcome(s) assessed in the specific study?*
- *Are you anticipating any bias resulting from exposure and outcome assessment? If yes, identify and briefly describe such bias.*
- *If applicable, in what way(s) are you expecting such bias(es) to affect the study results?*

3. Interpretation of study results You should cover the following:

- *Accurate interpretation of study results (Relative Risk, Odds Ratio, mean difference, etc.).*
- *Interpretation of estimates (Relative Risk, Odds Ratio, etc.). Please only interpret adjusted estimates, wherever available.*
- *Clear indication and justification on whether the results are statistically significant or not, based on the 95% Confidence Intervals and/or the p-value.*
- *Your overall main conclusion(s) based on the study's findings.*

Each of the three members of the group will have to present one of the above concepts for the study assigned to each group. For example, if a presentation group comprises of **students A, B, and C**, then **student A** will describe 'Sampling', **student B** will describe 'Bias', and **student C** will be responsible for 'Interpretation of study results'. Who presents what is decided **within the group** by the students, not by the Course Lead or Administrators.

4. Duration and slides

Each oral presentation should **not exceed 12 minutes**. Following each group presentation, you will have to answer a few clarifying questions from the Course Lead. The question-and-answer part will last around 3-4 minutes for each presentation. Please note that time restrictions are strict and you will be stopped, in case the recommended presentation duration (12 minutes) is

exceeded. It is very important to be precise and to the point. This is a skill that you have to develop throughout the MPH program. You would be interested to know that even professional researchers presenting in conferences are often awarded only 5 minutes to present their work. It is the responsibility of the group members to distribute time evenly in the three concepts to be covered (ideally about **4 minutes per student**).

In your slides, you are advised to use font type, size and color, as well as slide background color that would make your text easily readable. Please try to avoid using slide backgrounds with images, as this tends to distract from the text. Pictures could be used in the slides without, though, distracting from the text presented. There is no maximum number of slides, as long as the duration of the presentation is no longer than 12 minutes.

5. Team work and unprofessional behaviour

Each group will have to present a single, coherent presentation. Group presentations showing evidence of patchy work will be marked negatively. Additionally, although each member of the presentation group will be presenting something specific about the study, after the end of the presentation the Course Lead may ask the specific student a question not relevant to the part of the study he/she was presenting. For example, student A may be presenting about sampling in the study and then asked to explain something related to variable assessment. This is in order to make sure that all members of the team are familiar with all parts of the study and that team work was effective whilst preparing the presentation.

It is essential for the successful completion of the specific assignment that you are in close contact with your fellow team members. A **preparatory Webinar** will be organized by our Administrator, separately for each group, during which you will have the opportunity to practise your presentation with your fellow team members. This will be organized 1 week before the official presentation. It is crucial that by that stage, you have already finalized your presentation.

Last but not least, although this is a group assignment, each student is expected to work both independently and as part of a team and contribute constructively to the group work. You are strongly encouraged to report **unprofessional behaviour** from fellow students who are generally negative towards the group and who do not seem to be contributing to the collaborative work. Please do not forget that if you are not well prepared for the assignment, this will clearly show in the question-and-answer part at the end of each presentation.

6. Submission, assessment and feedback

The PowerPoint presentation (pdf file) will have to be submitted via **Moodle** by a student member of each group (assigned by the group members). The oral presentation will take place

via **WebEx**. Please note that the presentation file will have to be submitted prior to the actual conduct of the oral presentation (exact dates in the following sub-section). Please note that the submitted file should be the **final presentation** and should not differ from the one presented a few days later. The extra time provided between submission of the file and actual presentation is just for the group to practice further on their presentation.

There will be a single uniform assessment for the **entire group**, rather than each individual alone, i.e. each student in the group will be graded equally based on the performance of the whole group. This highlights the importance for effective teamwork, which is an essential skill in public health practice. Students are again urged to report any team member who is not contributing, as this will eventually affect the group as a whole. In case we are notified about unprofessional behaviour by a team member, we will take any necessary actions, so as to avoid the whole team being affected.

The assignment will be graded out of 100 and oral feedback will be provided by both the Course Lead and fellow students (peer review). A Marksheet with specific marking criteria (Annex 1 at the end of this document) will be used to assess each group presentation. The weighting given will be 60% in **Content and Understanding** and 40% in **Slide Clarity and Presentation Skills**.

The oral presentation contributes towards **15% of the overall grade** of the MPH-511 course.

6. Important dates

- Deadline for submitting the oral presentation on Moodle: **Friday Nov 25th, at 11:59am (Cyprus time)**
- Date of oral presentation: **Monday Nov 28th, at 03:00-07:00pm (CY time)**
- The Oral Presentation contributes towards 15% of the overall grade of the MPH-511 (Principles of Epidemiology and Public Health) course.

Enjoy the presentation! Good luck!

ANNEX 1: Oral Presentation Assessment

MPH Programme (Fall 2021)

MARKSHEET

Course:	MPH-511 Principles of Epidemiology and Public Health	
Course Lead:	Dr Elena Critselis	
Student Name and Student ID:		

	Good (15-20)	Average (10-14)	Poor (9-0)	Marks
Content and Understanding (60%)				
Discussion (20 marks)	Identified the key concepts and correctly discussed them.	Limited or little relevance to the concept.	Inappropriate or nonexistent.	
Conclusions (20 marks)	Succinct & complete overview. Placed in context of concept.	Not succinct and/or key details missing. Context to concept limited.	Inappropriate or nonexistent.	
Understanding (20 marks)	High level of understanding regarding the concept and able to answer appropriately all questions asked.	Limited/patchy understanding regarding the concept and/or not able to answer appropriately all questions asked.	Very limited limited/no understanding regarding the concept and/or not able to answer appropriately questions.	
Slides Clarity and Presentation Skills (40%)				
Presentation structure and slides (20 marks)	Presentation structured and coherent. Slides readable and assist presentation.	Presentation sometimes lacking in structure or coherence. Some slides either not readable or do not assist presentation.	Presentation has no structure or coherence. Most or all slides not readable or inappropriate.	
Voice projection, body language, eye contact, and time management (20 marks)	Suitably-paced, audible and articulate. Body language, position, and eye-contact facilitate presentation. Kept within the time limits.	Sometimes too slow or fast; not always audible or articulate. Occasional poor body language, position or eye contact. Exceeded time limits at a small extent.	Pace too slow or fast; neither audible nor articulate. Presentation hindered throughout by no eye contact, plus bad body language and position. Exceeded time limits at a small extent.	
				Final grade (out of 100)